



NSSE 2014

Engagement Indicators

Shippensburg University of Pennsylvania

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with PASSHE	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	▼
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with PASSHE	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▼	▼
	Quantitative Reasoning	▲	▲	--
<i>Learning with Peers</i>	Collaborative Learning	--	▲	▲
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	--	--	▲
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

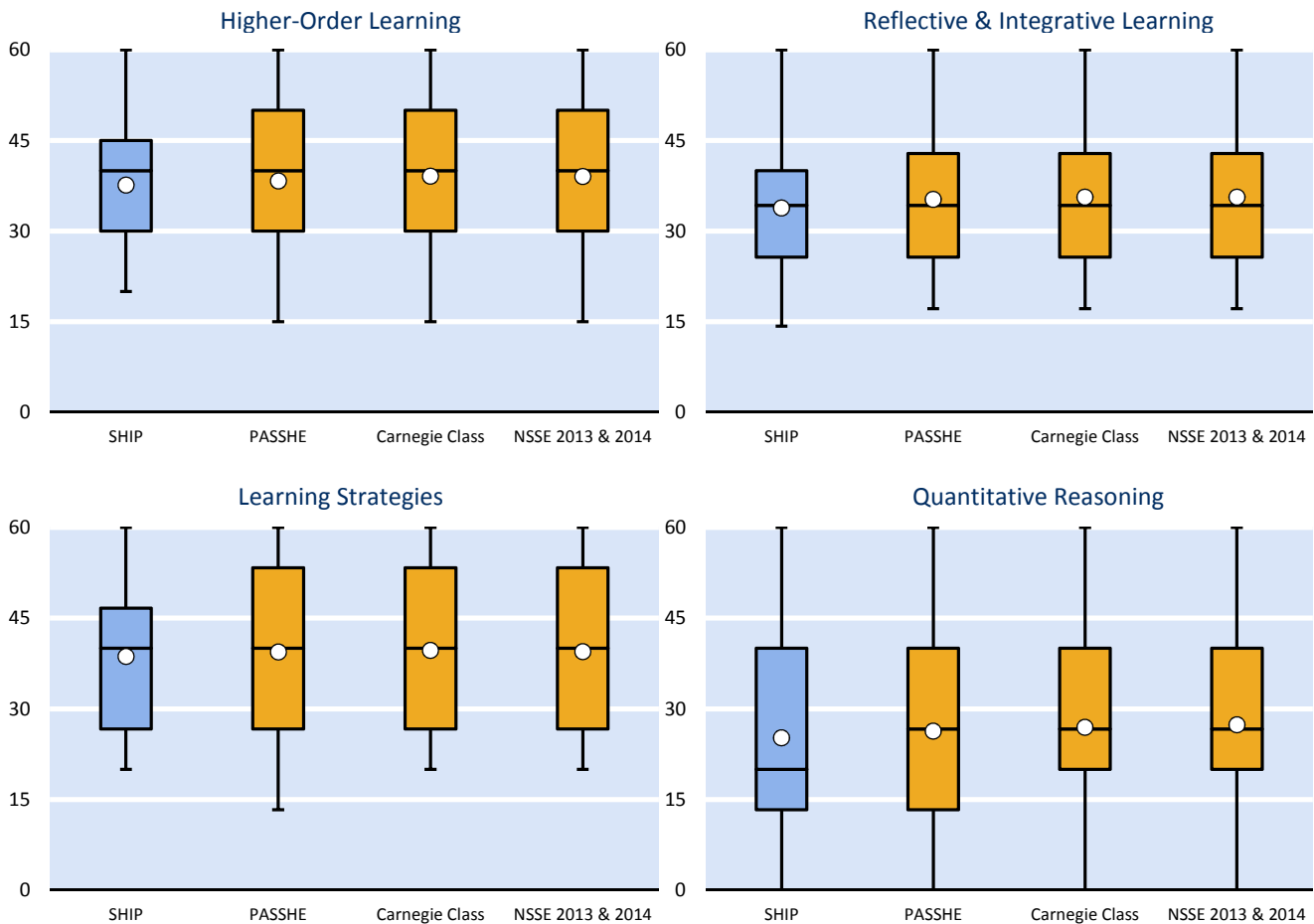
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	38.3	-.05	39.1	-.10	39.0	-.10
Reflective & Integrative Learning	33.8	35.3	-.12	35.6 *	-.14	35.6 *	-.14
Learning Strategies	38.7	39.4	-.05	39.7	-.07	39.5	-.06
Quantitative Reasoning	25.2	26.3	-.07	27.0	-.11	27.4 *	-.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.




































































Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	70 	73 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70 	70 	72 	72 
4d. Evaluating a point of view, decision, or information source	70 	68 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	66 	67 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53 	56 	55 	56 
2b. Connected your learning to societal problems or issues	49 	52 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44 	47 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	65 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	55 	65 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	77 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	79 	81 	80 
9b. Reviewed your notes after class	64 	67 	66 	65 
9c. Summarized what you learned in class or from course materials	62 	65 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43 	48 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	36 	38 	38 
6c. Evaluated what others have concluded from numerical information	31 	35 	36 	37 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

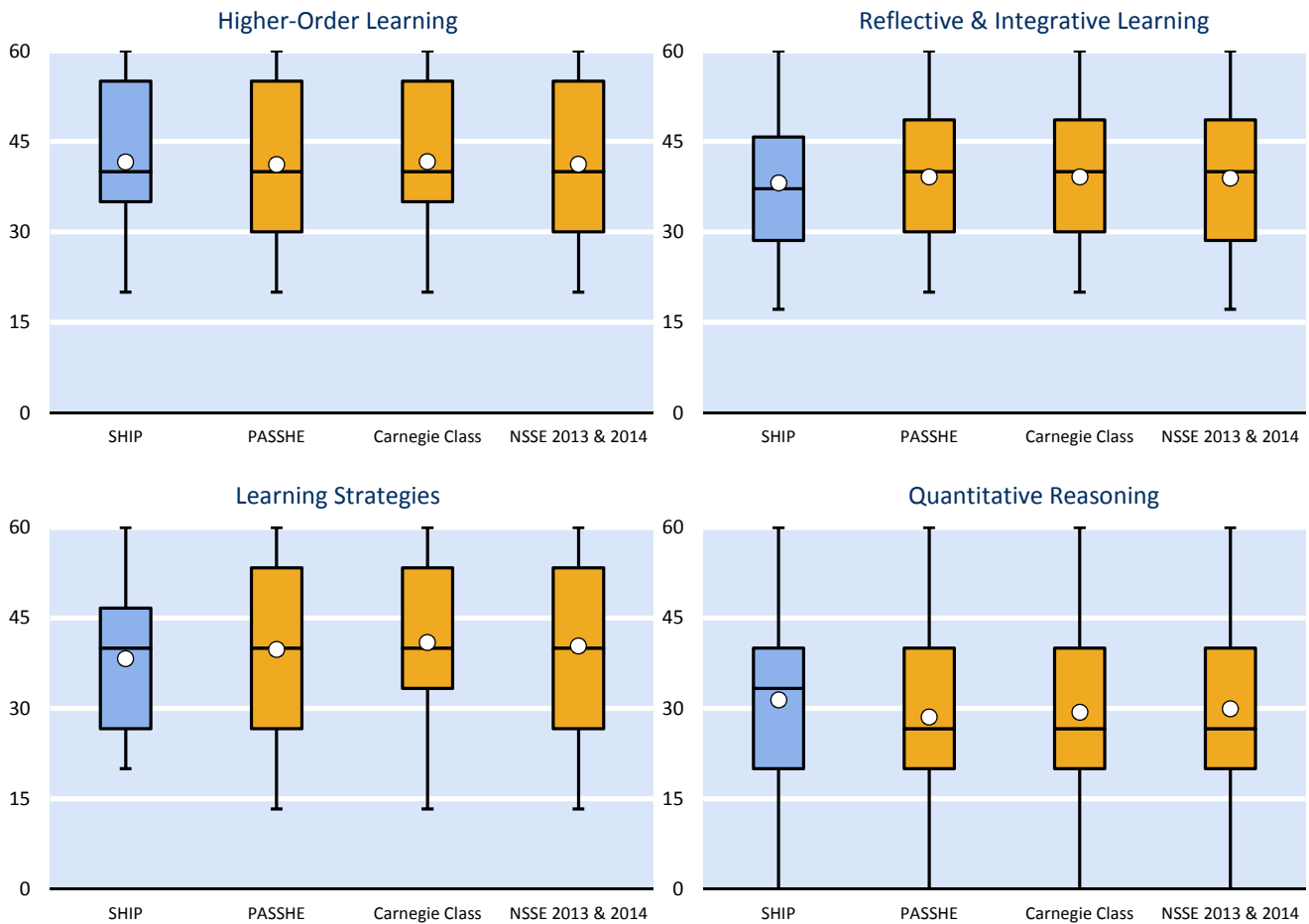
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	41.2	.03	41.6	.00	41.2	.03
Reflective & Integrative Learning	38.1	39.1	-.08	39.1	-.08	38.9	-.06
Learning Strategies	38.3	39.8	-.10	40.9 ***	-.18	40.3 *	-.14
Quantitative Reasoning	31.4	28.5 **	.16	29.3 *	.12	29.9	.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.






















































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83 	80 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	76 	71 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	73 	74 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68 	75 	71 	72 
2b. Connected your learning to societal problems or issues	64 	64 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49 	55 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	66 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	86 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	81 	84 	83 
9b. Reviewed your notes after class	55 	64 	66 	63 
9c. Summarized what you learned in class or from course materials	59 	66 	67 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57 	51 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	42 	44 	44 
6c. Evaluated what others have concluded from numerical information	49 	41 	43 	44 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

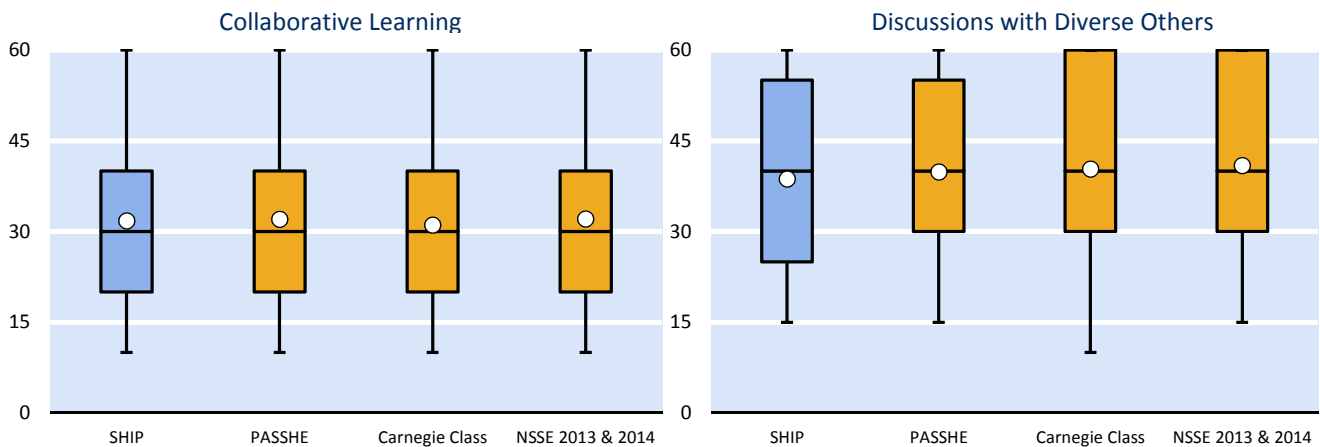
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	32.0	-.02	31.1	.05	32.1	-.02
Discussions with Diverse Others	38.7	39.8	-.07	40.3	-.10	40.9 *	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	45	49	47	50
1f. Explained course material to one or more students	50	56	55	57
1g. Prepared for exams by discussing or working through course material with other students	50	49	46	49
1h. Worked with other students on course projects or assignments	57	51	51	52

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	66	68	71	72
8b. People from an economic background other than your own	69	71	72	73
8c. People with religious beliefs other than your own	65	69	67	69
8d. People with political views other than your own	67	68	67	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

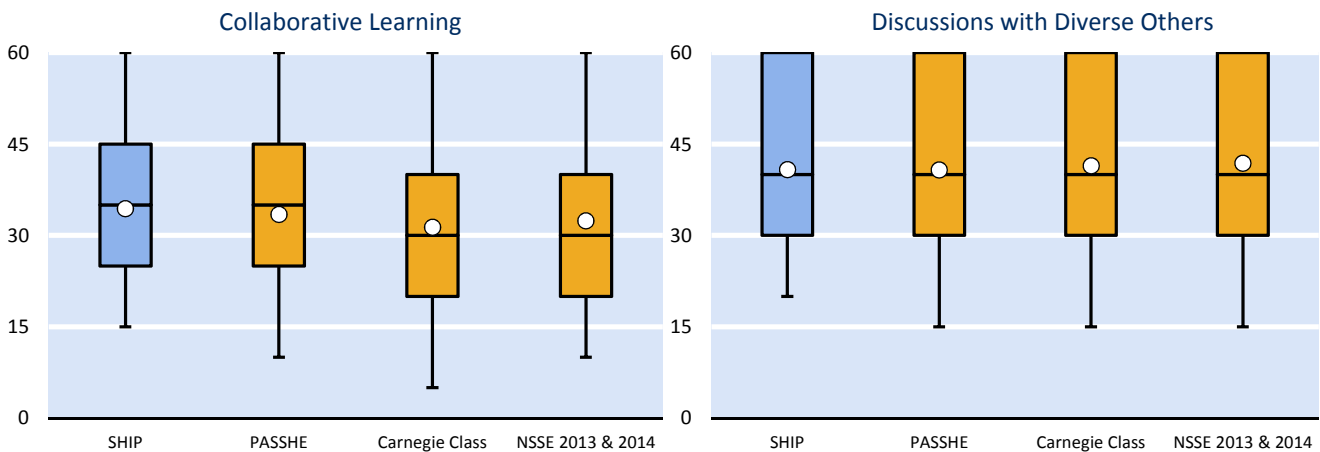
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Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	34.4	33.5	.07	31.3 ***	.20	32.4 **	.14
Discussions with Diverse Others	40.8	40.8	.00	41.5	-.04	41.8	-.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	42	42	38	40
1f. Explained course material to one or more students	62	63	56	58
1g. Prepared for exams by discussing or working through course material with other students	49	49	44	46
1h. Worked with other students on course projects or assignments	75	66	62	64

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	69	68	73	73
8b. People from an economic background other than your own	73	73	74	75
8c. People with religious beliefs other than your own	65	70	69	70
8d. People with political views other than your own	72	72	70	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

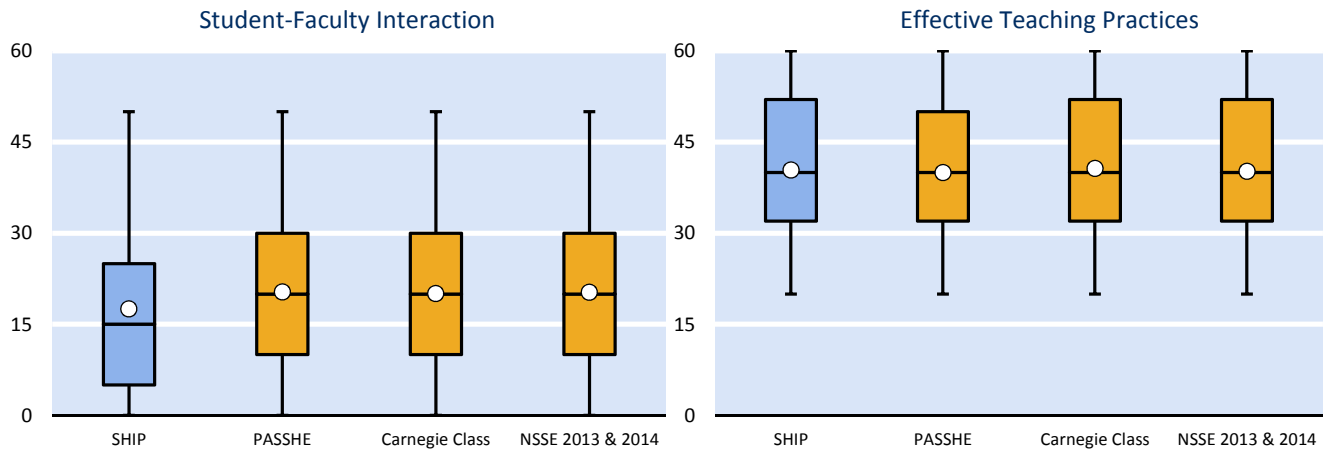
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.5	20.3 **	-.19	20.0 **	-.17	20.3 **	-.19
Effective Teaching Practices	40.4	40.0	.03	40.6	-.02	40.2	.02

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	26	32	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	20	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	25	25	25
3d. Discussed your academic performance with a faculty member	24	29	29	29

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	87	81	81	81
5b. Taught course sessions in an organized way	79	79	79	79
5c. Used examples or illustrations to explain difficult points	79	77	77	77
5d. Provided feedback on a draft or work in progress	65	65	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	61	64	63

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Experiences with Faculty: Seniors

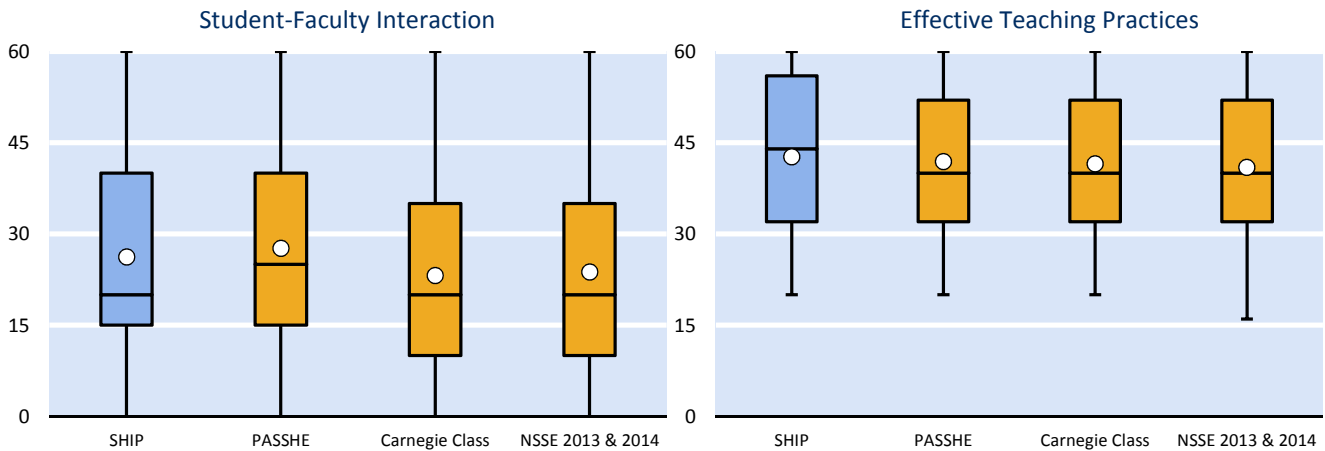
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Effective Teaching Practices	42.7	41.9	.06	41.5	.09	40.9 *	.13

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Percentage of students who responded that they "Very often" or "Often"...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	47	51	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	33	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	42	32	33
3d. Discussed your academic performance with a faculty member	34	42	33	33

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	86	84	83	83
5b. Taught course sessions in an organized way	82	82	81	81
5c. Used examples or illustrations to explain difficult points	83	82	79	79
5d. Provided feedback on a draft or work in progress	67	67	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	70	69	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

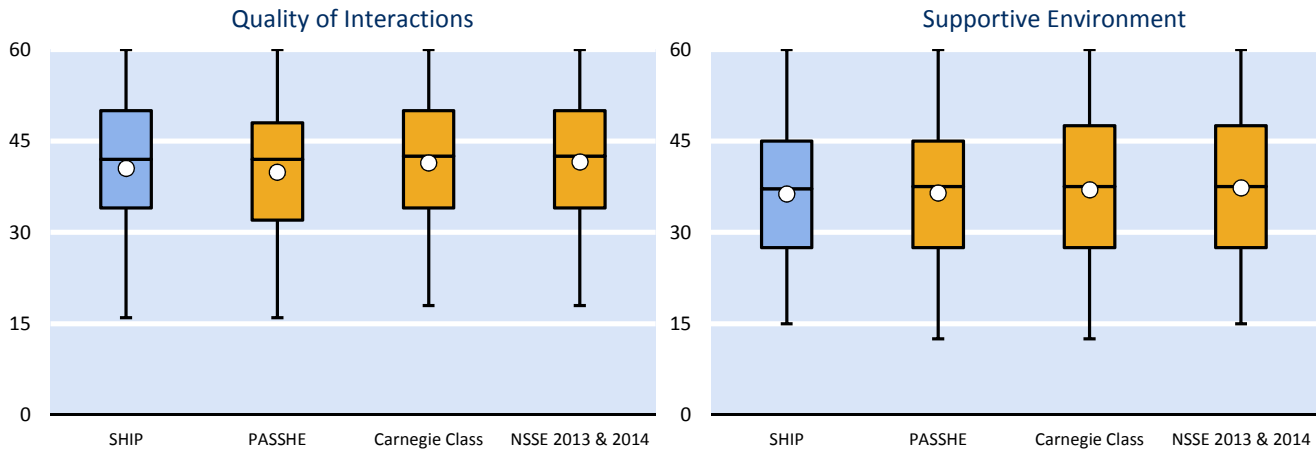
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	39.9	.05	41.4	-.07	41.5	-.08
Supportive Environment	36.3	36.4	-.01	36.9	-.05	37.3	-.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
13a. Students	51	58	59	59
13b. Academic advisors	46	43	48	48
13c. Faculty	48	46	50	50
13d. Student services staff (career services, student activities, housing, etc.)	42	38	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	36	42	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	79	75	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	80	74	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	56	59	59
14e. Providing opportunities to be involved socially	77	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	44	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	67	65	68
14i. Attending events that address important social, economic, or political issues	49	52	52	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

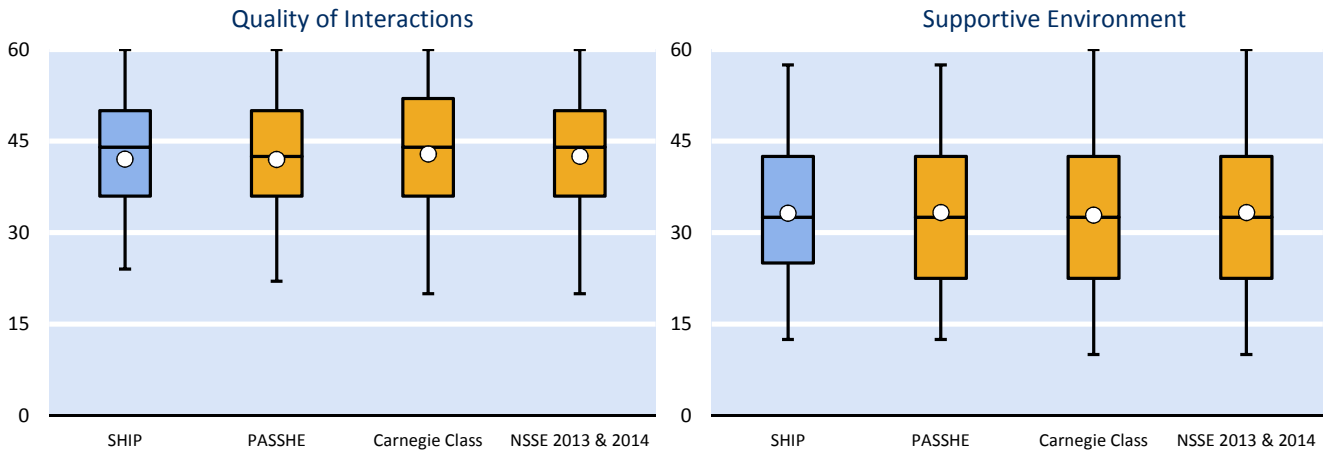
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	42.0	.01	42.9	-.07	42.5	-.04
Supportive Environment	33.2	33.3	-.01	32.9	.02	33.3	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
13a. Students	61	62	64	64
13b. Academic advisors	49	54	53	52
13c. Faculty	63	60	61	60
13d. Student services staff (career services, student activities, housing, etc.)	42	38	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	36	43	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	SHIP	PASSHE	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	76	71	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	72	65	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	49	54	53
14e. Providing opportunities to be involved socially	73	71	64	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	67	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	32	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	58	53	57
14i. Attending events that address important social, economic, or political issues	43	47	45	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		SHIP Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
Academic Challenge	Higher-Order Learning	37.6	40.6 ***	-.22		42.7 ***	-.37	
	Reflective and Integrative Learning	33.8	37.3 ***	-.28		39.3 ***	-.43	
	Learning Strategies	38.7	41.2 **	-.18		43.4 ***	-.34	
	Quantitative Reasoning	25.2	28.8 ***	-.22		30.6 ***	-.33	
Learning with Peers	Collaborative Learning	31.7	34.7 ***	-.22		37.0 ***	-.39	
	Discussions with Diverse Others	38.7	43.2 ***	-.30		45.6 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	17.5	23.3 ***	-.39		26.9 ***	-.58	
	Effective Teaching Practices	40.4	42.4 *	-.15		44.6 ***	-.32	
Campus Environment	Quality of Interactions	40.5	44.0 ***	-.31		46.0 ***	-.48	
	Supportive Environment	36.3	39.4 ***	-.24		41.4 ***	-.40	
Seniors		SHIP Mean	Your seniors compared with					
Theme			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Engagement Indicator								
Academic Challenge	Higher-Order Learning	41.6	43.3 *	-.12		45.3 ***	-.27	
	Reflective and Integrative Learning	38.1	41.1 ***	-.23		43.1 ***	-.39	
	Learning Strategies	38.3	42.5 ***	-.29		44.9 ***	-.47	
	Quantitative Reasoning	31.4	31.3	.01	✓	33.0	-.09	✓
Learning with Peers	Collaborative Learning	34.4	35.4	-.07	✓	37.7 ***	-.25	
	Discussions with Diverse Others	40.8	43.9 ***	-.20		45.8 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	26.2	29.5 ***	-.21		34.4 ***	-.50	
	Effective Teaching Practices	42.7	43.0	-.03	✓	45.1 ***	-.18	
Campus Environment	Quality of Interactions	42.1	45.3 ***	-.28		47.4 ***	-.46	
	Supportive Environment	33.2	36.1 ***	-.21		39.0 ***	-.43	

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SHIP (N = 257)	37.6	13.2	.82	20	30	40	45	60				
PASSHE	38.3	13.8	.22	15	30	40	50	60	4,238	-.7	.460	-.048
Carnegie Class	39.1	14.0	.06	15	30	40	50	60	62,871	-1.4	.099	-.103
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	206,498	-1.4	.101	-.103
Top 50%	40.6	13.6	.04	20	30	40	50	60	102,207	-3.0	.001	-.217
Top 10%	42.7	13.6	.10	20	35	40	55	60	19,109	-5.1	.000	-.373
Reflective & Integrative Learning												
SHIP (N = 267)	33.8	11.9	.73	14	26	34	40	60				
PASSHE	35.3	12.4	.19	17	26	34	43	60	4,427	-1.4	.066	-.116
Carnegie Class	35.6	12.7	.05	17	26	34	43	60	269	-1.8	.014	-.143
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	267	-1.8	.016	-.141
Top 50%	37.3	12.5	.04	17	29	37	46	60	102,936	-3.5	.000	-.279
Top 10%	39.3	12.6	.08	20	31	40	49	60	273	-5.4	.000	-.434
Learning Strategies												
SHIP (N = 241)	38.7	12.9	.83	20	27	40	47	60				
PASSHE	39.4	14.2	.23	13	27	40	53	60	278	-.8	.379	-.054
Carnegie Class	39.7	14.2	.06	20	27	40	53	60	242	-1.0	.215	-.073
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	241	-.8	.337	-.056
Top 50%	41.2	14.0	.05	20	33	40	53	60	241	-2.6	.002	-.182
Top 10%	43.4	14.0	.10	20	33	40	60	60	247	-4.8	.000	-.339
Quantitative Reasoning												
SHIP (N = 262)	25.2	15.9	.98	0	13	20	40	60				
PASSHE	26.3	16.5	.26	0	13	27	40	60	4,311	-1.1	.275	-.070
Carnegie Class	27.0	16.6	.07	0	20	27	40	60	63,920	-1.8	.083	-.107
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	209,848	-2.2	.034	-.131
Top 50%	28.8	16.3	.04	0	20	27	40	60	131,547	-3.6	.000	-.220
Top 10%	30.6	16.2	.09	0	20	27	40	60	30,195	-5.4	.000	-.335
Learning with Peers												
Collaborative Learning												
SHIP (N = 279)	31.7	13.3	.80	10	20	30	40	60				
PASSHE	32.0	13.6	.21	10	20	30	40	60	4,498	-.2	.792	-.016
Carnegie Class	31.1	14.3	.06	10	20	30	40	60	67,035	.7	.426	.048
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	220,792	-.3	.717	-.022
Top 50%	34.7	13.7	.04	15	25	35	45	60	124,385	-2.9	.000	-.215
Top 10%	37.0	13.6	.08	15	25	35	45	60	28,558	-5.3	.000	-.388
Discussions with Diverse Others												
SHIP (N = 244)	38.7	15.8	1.01	15	25	40	55	60				
PASSHE	39.8	16.2	.26	15	30	40	55	60	4,049	-1.1	.284	-.071
Carnegie Class	40.3	16.3	.07	10	30	40	60	60	59,045	-1.6	.117	-.100
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	193,736	-2.2	.030	-.139
Top 50%	43.2	15.4	.05	20	35	45	60	60	113,743	-4.5	.000	-.296
Top 10%	45.6	14.8	.10	20	40	50	60	60	23,965	-6.9	.000	-.468

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SHIP (N = 256)	17.5	14.1	.88	0	5	15	25	50				
PASSHE	20.3	14.6	.23	0	10	20	30	50	4,321	-2.7	.003	-.188
Carnegie Class	20.0	14.8	.06	0	10	20	30	50	64,219	-2.5	.007	-.168
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	210,604	-2.7	.003	-.188
Top 50%	23.3	15.0	.05	0	10	20	30	55	257	-5.8	.000	-.386
Top 10%	26.9	16.2	.15	5	15	25	40	60	270	-9.4	.000	-.581
Effective Teaching Practices												
SHIP (N = 263)	40.4	13.0	.80	20	32	40	52	60				
PASSHE	40.0	13.1	.21	20	32	40	50	60	4,364	.4	.594	.034
Carnegie Class	40.6	13.4	.05	20	32	40	52	60	64,724	-.2	.765	-.018
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	212,325	.2	.764	.019
Top 50%	42.4	13.2	.05	20	32	44	52	60	82,815	-2.0	.016	-.148
Top 10%	44.6	13.3	.10	20	36	44	56	60	16,685	-4.2	.000	-.318
Campus Environment												
Quality of Interactions												
SHIP (N = 235)	40.5	12.0	.78	16	34	42	50	60				
PASSHE	39.9	12.4	.20	16	32	42	48	60	3,906	.6	.461	.050
Carnegie Class	41.4	12.8	.05	18	34	43	50	60	56,424	-.9	.295	-.068
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	185,430	-1.0	.197	-.084
Top 50%	44.0	11.4	.04	22	38	46	52	60	69,982	-3.5	.000	-.306
Top 10%	46.0	11.6	.10	24	40	48	55	60	14,687	-5.5	.000	-.477
Supportive Environment												
SHIP (N = 219)	36.3	12.4	.84	15	28	37	45	60				
PASSHE	36.4	13.7	.23	13	28	38	45	60	3,770	-.2	.857	-.013
Carnegie Class	36.9	14.1	.06	13	28	38	48	60	220	-.7	.420	-.048
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	219	-1.0	.223	-.074
Top 50%	39.4	13.2	.04	18	30	40	50	60	91,537	-3.1	.000	-.236
Top 10%	41.4	12.8	.09	20	33	40	53	60	20,150	-5.1	.000	-.396

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SHIP (N = 358)	41.6	13.7	.73	20	35	40	55	60				
PASSHE	41.2	13.9	.18	20	30	40	55	60	6,127	.4	.578	.030
Carnegie Class	41.6	14.1	.04	20	35	40	55	60	114,898	.0	.963	-.002
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	351,761	.4	.612	.027
Top 50%	43.3	13.7	.04	20	35	40	55	60	139,828	-1.7	.021	-.122
Top 10%	45.3	13.6	.07	20	40	45	60	60	34,727	-3.6	.000	-.269
Reflective & Integrative Learning												
SHIP (N = 385)	38.1	13.0	.66	17	29	37	46	60				
PASSHE	39.1	12.8	.16	20	30	40	49	60	6,402	-1.0	.138	-.078
Carnegie Class	39.1	13.0	.04	20	30	40	49	60	119,519	-1.0	.128	-.078
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	365,887	-.8	.230	-.061
Top 50%	41.1	12.6	.03	20	31	40	51	60	137,351	-2.9	.000	-.231
Top 10%	43.1	12.5	.07	20	34	43	54	60	30,414	-4.9	.000	-.394
Learning Strategies												
SHIP (N = 331)	38.3	14.2	.78	20	27	40	47	60				
PASSHE	39.8	14.8	.20	13	27	40	53	60	5,878	-1.5	.074	-.101
Carnegie Class	40.9	14.8	.04	13	33	40	53	60	108,854	-2.7	.001	-.181
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	332,797	-2.1	.011	-.140
Top 50%	42.5	14.5	.03	20	33	40	60	60	171,950	-4.2	.000	-.290
Top 10%	44.9	14.1	.07	20	33	47	60	60	44,138	-6.6	.000	-.467
Quantitative Reasoning												
SHIP (N = 363)	31.4	16.9	.89	0	20	33	40	60				
PASSHE	28.5	17.5	.23	0	20	27	40	60	6,262	2.9	.002	.165
Carnegie Class	29.3	17.4	.05	0	20	27	40	60	117,128	2.1	.022	.121
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	358,416	1.5	.096	.087
Top 50%	31.3	17.2	.04	0	20	33	40	60	217,189	.1	.901	.007
Top 10%	33.0	16.9	.07	0	20	33	47	60	54,572	-1.6	.072	-.095
Learning with Peers												
Collaborative Learning												
SHIP (N = 387)	34.4	13.4	.68	15	25	35	45	60				
PASSHE	33.5	13.7	.18	10	25	35	45	60	6,411	.9	.201	.067
Carnegie Class	31.3	15.0	.04	5	20	30	40	60	389	3.0	.000	.203
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	387	2.0	.004	.136
Top 50%	35.4	13.8	.03	15	25	35	45	60	183,064	-1.0	.152	-.073
Top 10%	37.7	13.6	.07	15	30	40	50	60	36,965	-3.4	.000	-.246
Discussions with Diverse Others												
SHIP (N = 340)	40.8	15.5	.84	20	30	40	60	60				
PASSHE	40.8	15.9	.21	15	30	40	60	60	5,942	.0	.980	.001
Carnegie Class	41.5	16.4	.05	15	30	40	60	60	109,756	-.6	.469	-.039
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	335,975	-1.0	.235	-.064
Top 50%	43.9	15.8	.03	20	35	45	60	60	211,349	-3.1	.000	-.199
Top 10%	45.8	15.4	.07	20	40	50	60	60	54,814	-5.0	.000	-.328

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SHIP (N = 368)	26.2	17.4	.91	0	15	20	40	60				
PASSHE	27.6	16.6	.22	0	15	25	40	60	6,234	-1.4	.113	-.085
Carnegie Class	23.2	16.5	.05	0	10	20	35	60	116,992	3.0	.000	.184
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	368	2.5	.007	.151
Top 50%	29.5	16.1	.05	5	20	30	40	60	370	-3.3	.000	-.207
Top 10%	34.4	16.4	.15	10	20	35	45	60	12,110	-8.2	.000	-.500
Effective Teaching Practices												
SHIP (N = 368)	42.7	13.5	.70	20	32	44	56	60				
PASSHE	41.9	13.3	.17	20	32	40	52	60	6,327	.8	.269	.059
Carnegie Class	41.5	13.8	.04	20	32	40	52	60	118,405	1.2	.098	.086
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	362,094	1.8	.014	.128
Top 50%	43.0	13.6	.04	20	36	44	56	60	129,717	-.4	.609	-.027
Top 10%	45.1	13.4	.09	20	36	48	60	60	22,336	-2.4	.001	-.182
Campus Environment												
Quality of Interactions												
SHIP (N = 339)	42.1	11.0	.60	24	36	44	50	60				
PASSHE	42.0	11.1	.15	22	36	43	50	60	5,775	.1	.904	.007
Carnegie Class	42.9	12.1	.04	20	36	44	52	60	340	-.8	.182	-.066
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	338	-.5	.436	-.039
Top 50%	45.3	11.3	.03	24	38	48	54	60	112,869	-3.2	.000	-.284
Top 10%	47.4	11.6	.07	24	40	50	58	60	30,427	-5.3	.000	-.457
Supportive Environment												
SHIP (N = 320)	33.2	13.0	.73	13	25	33	43	58				
PASSHE	33.3	13.5	.18	13	23	33	43	58	5,608	-.1	.903	-.007
Carnegie Class	32.9	14.7	.05	10	23	33	43	60	322	.3	.672	.021
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	320	-.1	.917	-.005
Top 50%	36.1	13.8	.04	13	28	38	45	60	133,480	-2.9	.000	-.210
Top 10%	39.0	13.3	.09	17	30	40	50	60	22,679	-5.8	.000	-.434

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.